**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your task is to write a research paper that correctly incorporates evidence cited in MLA style. Your research paper should be **800-1000 words.** MLA style includes Times New Roman 12-font and double-spacing. The last page of your essay will be your Works Cited page. **Failure to complete a Works Cited Page will result in a 0 on the essay.**

Your essay should loosely adhere to the format indicated in the outline that follows. If you are writing more of an argument, you **MUST** include counterclaims and rebuttals. Please see me for how and where to place these.

**Due Dates:**

Any day we are actively working on the essay in class, you will receive a daily **Formative: Classwork Grade.** Your grade will reflect how focused you were on completing the assignment. If you choose to sleep or distract others, your grade will reflect those decisions.

**The outline due date is April 20, 2018.** It will be counted **x2 as a Formative: Quiz and Project Grade.** Late outlines will have points deducted. The last day I am taking a late outline is April 24, 2018.

**The rough-draft date is** **April 26, 2018.** It will also be a **Formative: Quiz and Project Grade**. Late rough drafts will only be accepted until April 30, 2018 with points deducted.

**Final Essay Turn-In Date: May 2, 2018**

**YOUR ESSAY IS A SUMMATIVE GRADE, WHICH IS 40% OF YOUR FINAL GRADE. IF YOU DO NOT COMPLETE IT, YOU ARE IN DANGER OF NOT GRADUATING. LATE ESSAYS WILL ONLY BE ACCEPTED UNTIL MAY 4, 2018.**

**Where to turn-in assignments.**

You must upload your assignments to **Turnitin.com**. Our class code is *16848637*. The key is *Shakespeare*.

Please sign that you understand the impact of the assignments above on your grade in British Literature.

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Student Signature Date Teacher Signature Date

Your task to complete the outline is to use the following as a guide to create a thorough and coherent outline of your research paper. You may deviate from the format with permission from me.

|  |  |
| --- | --- |
| **Introduction**  Begin your paper with a opening sentence or “hook” about your topic  that catches the reader’s attention.  State general facts that lead into your thesis. |  |
| **Bridge** This links your hook and your thesis. It should be 1-2 sentences. |  |
| **State your thesis/claim** This is your claim. It should be 1-2 sentences. |  |
| Write a **topic sentence** that states your first idea/argument. |  |
| Write down the **evidence** from your sources that you are using to support your argument. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze** or discuss your evidence: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Don’t forget a **transition** sentence:  Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next. |  |
| Write a **topic sentence** that states your second idea/ argument. |  |
| Write down the **evidence** from your sources that you are using to support your argument. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze** or discuss your evidence: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Don’t forget a **transition** sentence:  Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next. |  |
| Write a **topic sentence** that states your third argument. |  |
| Write down the **evidence** from your sources that you are using to support your argument. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Don’t forget a **transition** sentence:  Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next. |  |
| Write a **topic sentence** that states your fourth argument. |  |
| Write down the **evidence** from your sources that you are using to support your argument. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the next piece of **evidence** from your sources that you are using to support your topic sentence. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Write down the **evidence** from your sources that you are using to support your argument. CITE YOUR SOURCE! |  |
| **Warrant/Analyze or discuss your evidence**: tell the reader what is significant or important about this evidence. How does the piece of evidence support your thesis? Why did you choose to include it? |  |
| Don’t forget a **transition** sentence:  Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next. |  |
| **Conclusion**  Make connections for the reader in your conclusion. You should refer back to your thesis, but don’t simply restate it.  Use some of the following questions to  guide you:  • Did you propose any solutions? Are there solutions yet to be discovered?  • What questions still need to be  answered?  • What is the larger significance of the topic you chose to write about?  • What should the reader do or think after reading your paper? |  |

Checklist for Rough Draft